



# Student Handbook

MRes Interaction Design

2016-17

Course Leader: Dr Dan Fitton

School of Physical Sciences and Computing

All course materials, including lecture notes and other additional materials related to your course and provided to you, whether electronically or in hard copy, as part of your study, are the property of (or licensed to) UCLan and MUST not be distributed, sold, published, made available to others or copied other than for your personal study use unless you have gained written permission to do so from the Head of School. This applies to the materials in their entirety and to any part of the materials.

The full list of options indicated may not all be delivered every year, and this may depend on how many students choose that particular option. When accepting your offer of a place to study on this course, you are accepting that not all of these options will be running. At (or before) the start of each year, you will have an opportunity to discuss your course and preferred options with your tutor. The University will do all it reasonably can to ensure that you are able to undertake your preferred options.

## Mission and Values

We create positive change in our students, staff, business partners and wider communities, enabling them to develop their full potential by providing excellent higher education, innovation and research.

Our values:

- The pursuit of excellence in all that we do.
- Equality of opportunity for all, supporting the rights and freedoms of our diverse community.
- The advancement and protection of knowledge, freedom of speech and enquiry.
- Supporting the health, safety and wellbeing of all.

## Student Charter

The Student Charter has been developed by the University and the Students' Union so that students gain the maximum from their UCLan experience. It is a two-way commitment or 'contract' between the University and each individual student. It acts as a means of establishing in black and white what students can expect from the University and the Union in terms of support, and in return what we expect from our students. [Read the full Student Charter](#)

## Supporting Diversity at UCLan

UCLan recognises and values individual difference and has a public duty to promote equality and remove discrimination in relation to race, gender, disability, religion or belief, sexual orientation and age. During your time at UCLan we expect you to be able to

- experience "an integrated community based on mutual respect and tolerance where all staff and students can feel safe, valued and supported."
- contribute to creating a positive environment where discriminatory practices and discrimination no longer happen.

Please review the UCLan [Equality and Diversity Policy](#) for further information.

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# 1. Introduction to the course

## 1.1 Welcome to the course

Welcome to the MRes Interaction Design. Congratulations on gaining a place. The information in this handbook contains important information about the course, its structure and content. You will find it a useful resource for the coming year. This document is not designed to be a standalone manual. It is vital that you talk to staff to supplement the information. If you have any questions – please ask.

As your course leader I will be your main point of contact throughout your period of study on the MRes. We will meet regularly throughout the course and you should come to see me if you have any queries or problems with the course. Studying at Master’s level provides you with an opportunity to develop your personal and academic skills. As well as being hard work it should also be a rewarding time. I hope you have an enjoyable time studying at UCLan.

*Dan Fitton, MRes Interaction Design Course Leader*

## 1.2 Rationale, aims and learning outcomes of the course

In recent comments on the five hardest jobs to fill in 2012 an experienced recruiter said “After software engineers, the biggest challenge for companies is finding high-quality creative design and user-experience talent. Since almost every company is trying to create a highly compelling user experience that keeps people engaged with their product, it is tough to find people who have this type of experience” Keith Cline –recruiter at Dissero

Interaction design is a specialist skill that is only touched on briefly in undergraduate Computing courses, and this course aims to provide a challenging and stimulating environment in which you can develop these specialist skills. Interaction design is a key area of expertise for the Computing research groups at UCLan. Our expertise spans world-class research, commercial activity and knowledge-transfer. For example, we have recently worked with Systema, Sony, Nokia and BAE Systems on successful interaction design and evaluation projects, and have further projects planned.

The goal of this course is to guide you, depending on your interests, either to go out into Industry with a well-developed skill set or to progress to academic research careers. We aim to produce Interaction Design practitioners who understand how to do good interaction design in a range of different scenarios for a range of different users. We also aim to give you a thorough grounding in the research area so you are ready to start a PhD.

<b>MRes aims</b>
• To provide students with an intellectually stimulating environment in which they can learn about and discuss issues related to the design of interactive technical systems.
• To develop, and enhance, the practical, theoretical and analytical skills required in order to prepare, manage and complete a substantial research project in Interaction Design.
• To develop, and enhance, competence in research methods and presentation of information in order to prepare students for PhD study.
• To develop the students' critical evaluation, problem solving, communication and self-management skills to a level appropriate for post-graduate students
• To encourage and enable the students to become reflective practitioners in the field of Interaction Design.

Learning outcomes are abilities that you will have developed when you successfully complete the course. Each module has its own specific learning outcomes, which contribute to the following overall course learning outcomes.

<b>1. Learning Outcomes, Teaching, Learning and Assessment Methods</b>
<b>A. Knowledge and Understanding</b>
A1. Plan and carry out a significant research project. A2. Justify decisions on appropriate techniques with respect to theoretical perspectives. A3. Compare and critically analyse theories, methods and techniques used in the field. A4. Develop an understanding of the literature in the field and be able to review it appropriately. A5. To report findings in an appropriate academic style.
<b>B. Subject-specific skills</b>
B1. Be able to apply various methods to understand users of interactive technology. B2. Use a range of techniques to design novel solutions for interactive technology. B3. Develop a mature understanding of ethical and moral perspectives in relation to the creation of novel interactive technologies. B4. Create interactive prototypes with a range of fidelities. B5. Carry out robust evaluations in away-from-the desktop scenarios. B6. To plan and carry out a rigorous interaction design project.
<b>C. Thinking Skills</b>
C1. Be able to logically deconstruct and analyse problems. C2. To be creative and envision novel solutions. C3. To think responsibly about the impact and beneficence of the products they may construct. C4. To apply critical thinking to the understanding of academic literature.
Intellectual skills are partly assessed through formal examinations and partly through written coursework, project work, project report and essays. Assessment methods include paper-based examinations, evaluations within a portfolio of work, and practical problem solving.
<b>D. Other skills relevant to employability and personal development</b>
D1. Communicate effectively through writing and speech to a diverse audience. D2. Read, synthesise and produce reports to a professional standard. D3. Sustain current awareness through review of a range of source material. D4. Work as part of a team.

### 1.3 Course Team

#### Course Leader:

Dan Fitton                      CM218                      x3277   [dbfitton@uclan.ac.uk](mailto:dbfitton@uclan.ac.uk)

#### Tutors:

Brendan Cassidy              CM218                      x5152   [bcassidy1@uclan.ac.uk](mailto:bcassidy1@uclan.ac.uk)

Dan Fitton                      CM218                      x3277   [dbfitton@uclan.ac.uk](mailto:dbfitton@uclan.ac.uk)

Matt Horton                    CM212                      x5151   [mplhorton@uclan.ac.uk](mailto:mplhorton@uclan.ac.uk)

Janet Read                      CM217                      x3285   [jcread@uclan.ac.uk](mailto:jcread@uclan.ac.uk)

Gavin Sim                      CM227                      x5162   [grsim@uclan.ac.uk](mailto:grsim@uclan.ac.uk)

### 1.4 Academic advisor

Dan Fitton is your academic advisor and will advise you on your progress and issues such as option choices during your studies. He can provide you with guidance on academic

matters, as well as information about where to go for any additional and specialist help and advice you might need, e.g. careers, study skills, personal counselling, etc. Since Dan is also your Course Leader, he is well placed to advise you about your course and your choices.

## 1.5 Administrative Hub

Campus Admin Services provides academic administration support for students and staff and are located at in the C & T Building and is open from 8.45am until 5.15pm Monday to Thursday and until 4.00pm on Fridays. The hub can provide general assistance and advice regarding specific processes such as extenuating circumstances, extensions and appeals. Course specific information is also available via school Blackboard sites. Because there is always someone in the office during normal working hours, it is a good place to ask for advice if you are unable to get hold of a tutor to help with a problem.

The hub telephone numbers are 01772 891994 or 01772 891995.

The hub email contact is [CandTHub@uclan.ac.uk](mailto:CandTHub@uclan.ac.uk)

## 1.6 Communication

The University expects you to use your UCLan email address and check regularly for messages from staff. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded unread.

Administrative Hub (see section 1.5 for contact details) and academic staff generally contact you via your UCLan email address. Details of term starting times, enrolment details and results will be sent to you by letter.

## 1.7 External Examiner

The University has appointed an External Examiner to your course who helps to ensure that the standards of your course are comparable to those provided at other higher education institutions in the UK. The name of this person, their position and home institution can be found below. If you wish to make contact with your External Examiner, you should do this through your Course Leader and not directly. External Examiner reports will be made available to you electronically. The School will also send a sample of student coursework to the external examiner(s) for external moderation purposes, once it has been marked and internally moderated by the course tutors. The sample will include work awarded the highest and lowest marks and awarded marks in the middle range.

Prof Shaun Lawson of Lincoln University is the External Examiner who takes overall responsibility for checking the quality of the course, particularly for assessments and the way they are marked on the key modules. Other examiners have responsibility for other modules. Reports from external examiners will be made available on BlackBoard (The Student Portal) under the **Postgraduate Computing Information** section which all MSc and MRes students should have access to.

## 2. Structure of the course

### 2.1 Overall structure

The MRes comprises 180 credits: four (20 credit) taught modules, and a 100 credit Project for both full-time and part-time students.

CO4820 Critical Analysis	20 credits
CO4754 Interaction Design and Evaluation	20 credits
CO4732 Advanced Topics in HCI	20 credits
CO4753 Design Away from the Desktop	20 credits
CO4824 MRes Project	100 credits

## 2.2 Modules available

### Core modules:

CO4824 MRes Project

### Compulsory modules:

CO4820 Critical Analysis

CO4754 Interaction Design and Evaluation

CO4732 Advanced Topics in HCI

CO4753 Design Away from the Desktop

*Core modules cannot be condoned (See section 6.1).*

### 2.2.1 Progression

If discussions about your progression through the course are necessary these normally take place in February each year. It is an opportunity for you to make plans for your study over the next academic year. The course team can discuss with you about the various modules / combinations available and you will both agree on the most appropriate (and legal) course of study for you.

After the first semester, if you would like to concentrate on working with child users, it may be possible for you to switch to the MRes Child Computer Interaction. Please note if you have received a bursary for your study this option may not be available to you, depending on the bursary conditions. You should discuss these decisions with your course leader and the programme leader prior to starting the second semester.

## 2.3 Study Time

### 2.3.1 Weekly timetable

Your timetable is available on-line at <https://apps.uclan.ac.uk/WeeklyTimetable/>. You can also access it through the student portal.

Where possible classes run on Monday and Tuesday and we aim to block teaching into 3 hour sessions, running 9-12, 1-4 and 5.30-8.30<sup>1</sup>. This blocking makes the course flexible for both full-time and part-time students. Some modules may be delivered in burst mode over 2 weekends (Friday afternoon, Saturday and Sunday morning). Detailed timetables are available on eLearn, which is the University's Online Learning Environment, and you should check your timetable regularly in case of unexpected changes. Information related to specific modules will usually be provided on eLearn and/or disseminated in classes. In addition to module classes, induction classes are also provided and you may also be invited to attend seminars and other events that are relevant to your study.

### 2.3.2 Expected hours of study

The normal amount of work involved in achieving a successful outcome to your studies is to study for 10 hours per each credit you need to achieve – this includes attendance at UCLan and time spent in private study.

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<sup>1</sup> We cannot guarantee this timetabling arrangement due to the many factors which impact scheduling of classes, please consult your timetable or contact the course leader for the most up to date timetabling information.

Full time students are expected to study a 40-hour week, part-time students are expected to study the number of hours that are appropriate for the modules they are enrolled for.

### **2.3.3 Attendance Requirements**

You are required to attend all timetabled learning activities for each module. If you are ill, email [CandTHubAttendance@uclan.ac.uk](mailto:CandTHubAttendance@uclan.ac.uk) or telephone the Hub on 01772 891994 or 01772 891995. Exceptional requests for leave of absence must be made to your course leader. It is also polite to inform your module tutor.

International students have particular responsibilities under the UK Border Agency (UKBA), Points Based System (PBS). You **MUST** attend your course of study regularly; under PBS, UCLan is obliged to tell UKBA if you withdraw from a course, defer or suspend your studies, or if you fail to attend the course regularly.

If you have not gained the required authorisation for leave of absence, do not respond to communications from the University and if you are absent for four weeks or more, you may be deemed to have withdrawn from the course. If this is the case, then the date of withdrawal will be recorded as the last day of attendance.

Each time you are asked to enter your details on SAM you must remember that the University has a responsibility to keep information up to date and that **you must only enter your own details on the system**. To enter any other names would result in inaccurate records and be dishonest. Any student who is found to make false entries can be disciplined under the student guide to regulations.

## **2.4 Data Protection**

All of the personal information obtained from you and other sources in connection with your studies at the University will be held securely and will be used by the University both during your course and after you leave the University for a variety of purposes. These are all explained during the enrolment process at the commencement of your studies. If you would like a more detailed explanation of the University's policy on the use and disclosure of personal information, please contact the Information Governance Officer, Clerk to the Board Service, University of Central Lancashire, Preston, PR1 2HE or email [DPFOIA@uclan.ac.uk](mailto:DPFOIA@uclan.ac.uk).

If your employer is sponsoring you, they may require you to give permission for certain information (e.g. attendance and results) to be sent to them.

## **3. Approaches to teaching and learning**

### **3.1 Expertise of staff**

The course team have research interests and industrial/academic experience relevant to your course. They will use this to enrich the postgraduate learning experience. Details of staff publications and interests are available on the School website. As an MRes student it may be possible for you to get involved with our research groups.

### **3.2 Learning and teaching methods**

Teaching methods include lectures, tutorials, practical classes, discussion groups, and student presentations. As well as attending classes you will be expected to follow your tutor's suggestions for weekly reading and study. Materials and instructions will usually be made available on eLearn either prior to or after sessions as deemed appropriate by the module tutor. As a postgraduate student you are expected to be an independent learner,

and to gradually take more initiative for your learning throughout the course. You already have a background in computing and experience of academic work. You are expected to build on this by reading around the subject, finding relevant material for yourself as well as following tutor suggestions and contributing to discussion.

### **3.3 Study skills**

The course team support the development of study skills through individual and group feedback in class and through individual discussions with your module tutors and your academic advisor. For more information on the general support provided by the University, see

WISER [https://portal.uclan.ac.uk/webapps/portal/frameset.jsp?tab\\_tab\\_group\\_id= 33\\_1](https://portal.uclan.ac.uk/webapps/portal/frameset.jsp?tab_tab_group_id= 33_1)

LIS [https://portal.uclan.ac.uk/webapps/portal/frameset.jsp?tab\\_tab\\_group\\_id= 25\\_1](https://portal.uclan.ac.uk/webapps/portal/frameset.jsp?tab_tab_group_id= 25_1)

### **3.4 Learning resources**

#### **3.4.1 Learning Information Services (LIS)**

Extensive [resources](#) are available to support your studies provided by LIS – library and IT staff. Take advantage of the free training sessions designed to enable you to gain all the skills you need for your research and study. Up to date library opening hours can be found at [https://www.uclan.ac.uk/students/study/library/opening\\_hours.php](https://www.uclan.ac.uk/students/study/library/opening_hours.php)

When you have complaints or problems with equipment, these should be reported to LIS ([LISCustomerSupport@uclan.ac.uk](mailto:LISCustomerSupport@uclan.ac.uk)) as well as to the relevant module tutor. LIS prefer to deal with problems first-hand and rather than indirectly through academic staff. Moreover, by dealing with LIS directly, your problem should be dealt with more quickly.

#### **3.4.2 Electronic Resources**

LIS provide access to a huge range of electronic resources – e-journals and databases, e-books, images and texts.

All modules will be supported by information on ELearn and you should make sure that you make use of this outside as well as in class.

### **3.5 Personal development planning**

Personal development planning is about assessing your own skills and abilities and planning how to develop them during (and after) your course. Technical development is part of this, but personal skills such as teamwork and communication skills are also important to your success at University and in your career. You might be surprised at how much emphasis employers put on these aspects. You will meet with your academic advisor to do personal development planning (PDP) and to discuss your progress.

### **3.6 Preparing for your career**

Your future is important to us, so to make sure that you achieve your full potential whilst at university and beyond, your course has been designed with employability learning integrated into it. This is not extra to your degree, but an important part of it which will help you to show future employers just how valuable your degree is. These “Employability Essentials” take you on a journey of development that will help you to write your own personal story of your time at university:

- To begin with, you will explore your identity, your likes and dislikes, the things that are important to you and what you want to get out of life.
- Later, you will investigate a range of options including jobs and work experience, postgraduate study and self-employment,

- You will then be ready to learn how to successfully tackle the recruitment process.

You will be able to record your journey using Pebblepad, the university's e-portfolio system, which will leave you with a permanent record of all the fantastic things you have achieved during your time at UCLan.

It's your future: take charge of it!

[Careers](#) offers a range of support for you including:-

- career and employability advice and guidance appointments
- support to find work placements, internships, voluntary opportunities, part-time employment and live projects
- workshops, seminars, modules, certificates and events to develop your skills

Daily drop in service available from 10.30am-3pm for CV checks and initial careers information. For more information come along and visit the team (in Foster building near the main entrance) or access our careers and employability resources via the Student Portal.

## 4. Student support, guidance and conduct

There are many student support services available in the University. In general you should go to your **module tutor** if you have questions about a particular module, your **Course Leader and Academic advisor**, for course queries, the **CEPS Administrative Hub (see section 1.5 for contact details)** for administration queries and **the 'i'** for more general 'living' queries (such as accommodation, visas etc). From each of these points of contact you should be helped or directed to a more appropriate source of help.

Your Student Liaison Officer (SLO), Kate Molloy, can advise you about problems and will discuss problems with staff on your behalf if appropriate. The SLO also works to help Course Representatives to represent you effectively.

Room: Harris Building HB103

Telephone: 01772 892452

Email: kmolloy1@uclan.ac.uk

Facebook: www.facebook.com/slocepsadp

### 4.1 Academic advisors

The role of your academic advisor is to review your progress on the course and to help you to review your aims and achievements in doing the course. Full-time students are encouraged to arrange meetings with their academic advisor twice per semester, and part-time students once per semester.

### 4.2 Student Support

[The 'i'](#) is a central Student Information Centre and your first point of contact. You can obtain information on a wide range of topics including student administration such as Council Tax and letters to verify your status. The 'i' can also direct you to the right place to find information on Scholarships, Counselling, Student Finance, Mentoring, Studying Abroad, Disability Advice, Independent Academic Advice, International Advice, Multi Faith Centre, Pre School Centre, Medical Centre and general life in Preston/Burnley.

This student handbook will be made available to students either before or during induction week.

### **4.3 Students with disabilities**

If you have a disability that may affect your studies, please either contact the Disability Advisory Service - [disability@uclan.ac.uk](mailto:disability@uclan.ac.uk) - or let one of the course team know as soon as possible. With your agreement information will be passed on to the Disability Advisory Service. The University will make reasonable adjustments to accommodate your needs and to provide appropriate support for you to complete your study successfully. Where necessary, you will be asked for evidence to help identify appropriate adjustments.

### **Assessment arrangements for students with a disability**

Arrangements are made for students who have a disability/learning difficulty for which valid supporting evidence can be made available. Contact the Disability Adviser for advice and information, [disability@uclan.ac.uk](mailto:disability@uclan.ac.uk)

Chris Casey ([ccasey@uclan.ac.uk](mailto:ccasey@uclan.ac.uk)) is the disability co-ordinator for students with disabilities in CEPS. Please contact him directly for further advice / support, particularly if you have not been allocated a Disability Advisor.

### **4.4 Health and Safety**

As a student of the University you are responsible for the safety of yourself and for that of others around you. You must understand and follow all the regulations and safety codes necessary for a safe campus environment. Please help to keep it safe by reporting any incidents, accidents or potentially unsafe situations to a member of staff as soon as possible.

Safety assessments have been undertaken for each module of your course and you will be advised of all applicable safety codes and any specific safety issues during the induction to your course and modules. You must ensure that you understand and apply all necessary safety codes. These form an essential element of your personal development and contribute to the safety of others.

### **4.5 Conduct**

You will be expected to abide by the [Regulations for the Conduct of Students](#) in the University. UCLan expects you to behave in a respectful manner demonstrated by using appropriate language in class, and switching mobile phones / other devices off prior to attending classes.

If your behaviour is considered to be unacceptable, any member of academic staff is able to issue an informal oral warning and the University will support staff by invoking formal procedures where necessary. You can read more about UCLan expectations in the regulations for the Conduct of Students.

### **4.6 Students' Union**

The Students' Union is the representative body for all UCLan students. The organisation exists separately from the University and is led by the elected officers of the Student Affairs Committee (SAC) as well as representatives on the Students' Council. The Students' Union building is located at the heart of the Preston campus, and is the hub for all student activities.

Representation and campaigning for students' rights is at the core of what we do and is encompassed by our tag line of, *Making Life Better for Students*. Should you wish to make a change to any aspect of your student experience, whether it be academically related or not, then the Union is where your voice can be heard, actions taken, or campaigns launched.

Your Union is also the home to a fantastic range of student-led [societies](#), [sports teams](#) and multitudes of volunteering opportunities. You can also receive help in finding part-time work, whilst you study. Not sure where to go pop into the [Opportunities Centre](#) on the ground floor of the Students' Union building and someone will point you in the right direction.

We hope your time at University is trouble free, but should you come into difficulties around anything from academic appeals, to issues with housing, benefits or debt, then our dedicated staff team in the [Advice and Representation Centre](#) are on hand to help. As we are independently run from the university, we can offer truly impartial advice.

More information on all these things, as well as details about all our (not-for-profit) commercial services, including our student-bar (Source) and student venue (53 Degree), can be found at <http://www.uclansu.co.uk/>.

The Opportunities Centre is the Union's One Stop Shop to find employment or volunteering whilst you study. With thousands of jobs and voluntary positions advertised, agency work through the Bridge and information on over 2000 volunteer positions within the Union.

## 5. Assessment

Please note that all modules will be assessed. You are expected to attempt all required assessments for each module for which you are registered, and to do so at the times scheduled unless authorised extensions, special arrangements for disability, or extenuating circumstances allow you to defer your assessment.

### 5.1 Assessment Strategy

Assessment is an important part of Higher Education. We use examinations to allow you to demonstrate your knowledge and the ability to apply that knowledge to solve problems. Because computing is a practical and vocational subject, course-work is important. You will often be expected to tackle realistic problems and to evaluate different ways of solving them. The course learning outcomes demand that you develop a variety of knowledge, skills and abilities, which require a variety of assessment techniques:

- a) *Formally invigilated tests and examinations* can be used to explore your knowledge and your ability to apply it to simplified situations. They also ensure that your own work is assessed.
- b) *Presentations and vivas (interviews)* allow the demonstration of skills in spoken communication.
- c) *Coursework* such as laboratory work, programming exercises, design exercises, written assignments and independent research allow you to demonstrate many practical and important skills that cannot sensibly be assessed by the previous methods.

### 5.2 Notification of assignments and examination arrangements

Each module tutor will provide you with information at the beginning of the semester about how your module will be assessed. This will also be made available on eLearn.

Assessments will be given out by your module tutor and will be made available on eLearn. Examinations run during University examination periods. Timetables are published on the University website. Do not book holidays during the examination periods at the end of each semester and particularly in August for the resit exams.

Each assignment will define the tasks that are being assessed, the criteria against which your performance is being measured, and how and when to submit your work. Read the assignment carefully.

### 5.3 Referencing

You will be expected to reference appropriately in ALL your work – module tutors will indicate which referencing style you should use. A session on referencing will run during Induction. A pamphlet about referencing is available on eLearn.

### 5.4 Confidential material

If you use personal or commercially confidential information in your assignments (e.g. in your project), you have ethical and legal responsibilities to respect confidentiality and maintain the anonymity of individuals and organisations in your work assignments.

Students who do projects for clients must arrange for a client project agreement to be signed by the participants.

### 5.5 Dealing with difficulties in meeting assessment deadlines

Assignments must be submitted no later than the date on your assignment instructions / brief. If you anticipate that you will have difficulty in meeting assessment deadlines or you have missed or are likely to miss in-semester tests you must report this at the earliest possible opportunity to the appropriate module leader or your course leader (Dan Fitton) via email or in person.

**Authorisation of the late submission** of work requires written permission. The School with responsibility for your module will be authorised to give permission for **one extension period of between 1 and 10 working days** where evidence of circumstances has been accepted and where submission within this timescale would be reasonable taking into account those circumstances ([Academic Regulations](#):G3).

You should complete and submit an [extension request form](#), with any supporting evidence, to your Administrative Hub (see section 1.5 for contact details). Further information is available on the Student Portal at:

[https://www.uclan.ac.uk/students/study/examinations\\_and\\_awards/extenuating\\_circumstances.php](https://www.uclan.ac.uk/students/study/examinations_and_awards/extenuating_circumstances.php)

We aim to inform you of a decision about granting an extension within 2 days of the receipt of the request.

If you are unable to submit work within 10 working days after the submission date due to verifiable extenuating circumstances, you may submit a case for consideration in accordance with the University's Policies and Procedures on Extenuating Circumstances ([Academic Regulations](#): G9 and [Assessment Handbook](#)).

#### 5.5.1 Extenuating circumstances

Some students face significant events in their personal life that occur after their course has started, which have a greater impact on their studies than can be solved by the use of an extension. If this applies to you, the University is ready to support you both with regard to your course and your personal wellbeing through a process called Extenuating Circumstances (see [Academic Regulations](#) and [Assessment Handbook](#))

Normally extenuating circumstances will relate to a change in your circumstances since you commenced your course, which have had a significant, adverse effect on your studies. Everyday occurrences such as colds or known conditions such as hay-fever will not qualify unless the effects are unusually severe and this is corroborated by a medical note. The University does not look sympathetically on absences or delays caused by holiday commitments or by work commitments in the case of full-time students. The normal work commitments of part-time students would not constitute an extenuating circumstance. A disability or learning difficulty does not constitute an extenuating circumstance (see Academic Regulations).

Further information is available on the Student Portal at:

[https://www.uclan.ac.uk/students/study/examinations\\_and\\_awards/extenuating\\_circumstances.php](https://www.uclan.ac.uk/students/study/examinations_and_awards/extenuating_circumstances.php)

You can apply for extenuating circumstances online via myUCLan. You must apply no later than 3 days after any examination or assessment submission date. Do not wait until you receive your assessment results to submit a claim. It is in your own interests to submit the claim as soon as possible.

You will be expected to re-submit claims for extenuating circumstances for each semester. All evidence that is provided relating to extenuating circumstances will be treated in a sensitive and confidential manner. Supporting evidence will not be kept for longer than is necessary and will be destroyed shortly after the end of the current academic year.

Further information about the submission process is available at:

[https://www.uclan.ac.uk/students/study/examinations\\_and\\_awards/extenuating\\_circumstances\\_submission.php](https://www.uclan.ac.uk/students/study/examinations_and_awards/extenuating_circumstances_submission.php)

In determining assessment recommendations, Assessment Boards will consider properly submitted claims from students who believe their performance has been adversely affected by extenuating circumstances. N.B. Assessment Boards are not permitted to alter individual assessment marks to take account of extenuating circumstances (Academic Regulations and Assessment Handbook).

### **5.5.2 Late submissions**

If you submit work late and unauthorised, a universal penalty will be applied in relation to your work:

- If you submit work within 5 working days following the published submission date you will obtain the minimum pass mark (ie 40% for levels 4, 5 and 6 work, 50% for level 7 work) for that element of assessment.
- Work submitted later than 5 working days after the published submission date will be awarded a mark of 0%.
- Unauthorised late submission at resubmission will automatically be awarded a mark of 0%.

## **5.6 Feedback Following Assessments**

UCLan is committed to giving you clear, legible and informative feedback for all your assessments ([Academic Regulations](#): G2.4). You are expected to review and reflect on your feedback and learn from each experience to improve your performance as you progress through the course.

You will be provided with generic feedback for in-module formative and summative elements of assessment which contribute to a module within 15 working days of the scheduled

submission or examination date. Generic feedback on end of module assessment and dissertations will be made available within 15 days of publication of results. Feedback may be oral, written, posted on a website or other.

## 5.7 Cheating, plagiarism, collusion or re-presentation

You are required to sign a declaration indicating that individual work submitted for an assessment is your own.

If you attempt to influence the standard of the award you obtain through cheating, plagiarism or collusion, it will be considered as a serious academic and disciplinary offence as described within the [Academic Regulations](#): G7 and the [Assessment Handbook](#) .

- Cheating is any deliberate attempt to deceive and covers a range of offences described in the [Assessment Handbook](#).
- Plagiarism describes copying from the works of another person without suitably attributing the published or unpublished works of others. This means that all quotes, ideas, opinions, music and images should be acknowledged and referenced within your assignments.
- Collusion is an attempt to deceive the examiners by disguising the true authorship of an assignment by copying, or imitating in close detail another student's work - this includes with the other student's consent and also when 2 or more students divide the elements of an assignment amongst themselves and copy one another's answers. It does not include the normal situation in which you learn from your peers and share ideas, as this generates the knowledge and understanding necessary for each individual to independently undertake an assignment; nor should it be confused with group work on an assignment which is specifically authorised in the assignment brief.
- Re-presentation is an attempt to gain credit twice for the same piece of work.

The University has resources to help you understand the meaning of plagiarism and how to avoid it. For example, see the advice in the [The Alternative Guide](#) to UCLan (TAG) website.

The School uses Turnitin to detect copying of material. For example, you submit your project report electronically directly to Turnitin, which provides us with a report on any overlap with material from the internet or submitted by other students. If there is significant overlap, we check that the material has been properly referenced and if not, will summon you to an interview.

The process of investigation and penalties which will be applied can be reviewed in the [Assessment Handbook](#), section 5. If an allegation is found to be proven then the appropriate penalty will be implemented:

In the case of a single offence of cheating, plagiarism, collusion or re-presentation:

- the penalty will be 0% for the element of assessment, and an overall fail for the module.
- the plagiarised element of assessment must be resubmitted to the required standard and the mark for the module following resubmission will be restricted to the minimum pass mark (ie 40% for levels 4, 5 and 6 work, 50% for level 7 work).
- when it is detected for the first time on a resubmission for an already failed module, no further resubmission for the module will be permitted, and the appropriate fail grade will be awarded.

In the event of a repeat offence of cheating, plagiarism, collusion or re-presentation (irrespective of whether the repeat offence involves the same form of unfair means) on the same or any other module within the course:

- the appropriate penalty will be 0% for the module with no opportunity for re-assessment. This penalty does not preclude you being able to retake the module in a subsequent year.

The penalties will apply if you transfer from one UCLan course to another during your period of study and module credits gained on the former course are transferred to the current course.

Contact the [Students' Union Advice and Representation Centre](mailto:suadvice@uclan.ac.uk) by emailing: [suadvice@uclan.ac.uk](mailto:suadvice@uclan.ac.uk) for support and guidance.

## 5.8 Appeals against assessment board decisions

If you consider that you have a reason to appeal against an assessment board decision, please bear in mind that your reasons must fall within the grounds specified in the University [Academic Regulations](#): Section I. You cannot appeal simply because you disagree with the mark given. The specified grounds for appeal are:

1. that an Assessment Board has given insufficient weight to extenuating circumstances;
2. that the student's academic performance has been adversely affected by extenuating circumstances which the student has, **for good reason**, been unable to make known to the Assessment Board;
3. that there has been a material administrative error at a stage of the examining process, or that some material irregularities have occurred;
4. that the assessment procedure and/or examinations have not been conducted in accordance with the approved regulations.

If you want to appeal, then you must do so within 14 days of your results being published. The onus is on you to find out your results and submit your appeal on time. Contact the [Students' Union Advice and Representation Centre](mailto:suadvice@uclan.ac.uk) by emailing: [suadvice@uclan.ac.uk](mailto:suadvice@uclan.ac.uk) for support and guidance.

See the UCLan academic calendar, [http://www.uclan.ac.uk/study\\_here/how\\_to\\_apply/assets/201314\\_Academic\\_Calendar%281%29.pdf](http://www.uclan.ac.uk/study_here/how_to_apply/assets/201314_Academic_Calendar%281%29.pdf) for the dates for publication of results.

## 6. Course regulations

### 6.1 Course requirements

A percentage mark is awarded for each module undertaken. This will be determined by the School Module Assessment Board. In order to achieve an overall pass mark (50% and above) for a module in which there is both coursework and examination, you must achieve a mark of 40% for each component and a weighted average mark of 50% overall for the module.

Where you have marginally failed to obtain a pass grade for one module (20 credits), the Board may **condone** a narrow failure (a mark about 5% below a pass). This means it will be treated as a pass, although the mark will not be changed.

## 6.2 Classification of Awards

The University publishes the principles underpinning the way in which awards and results are decided in [Academic Regulations](#) Section H. Decisions about the overall classification of awards are made by Assessment Boards through the application of the academic and relevant course regulations. The APM is the Average Percentage Mark.

In operating discretion for profiling Course Assessment Boards will use academic judgement and may refer to performance in core modules, the dissertation/project or other factors which have been published to students.

### ***MRes Interaction Design***

In order to be awarded an MRes you must pass 180 credits, which may include one condoned 20 credit module. This must include CO4820 Critical Analysis, CO4754 Interaction Design and Evaluation, CO4732 Advanced Topics in HCI, and CO4753 Design Away from the Desktop. Also, you must pass CO4824 MRes Project, which cannot be condoned.

The **MRes with Pass** will be awarded where you attain an APM of 50% or above (the APM being calculated across all modules as set out in Academic Regulations) **and** a grade of 50% or above in the MRes Project.

The **MRes with Merit** will be awarded where you attain an APM of 60% or above (the APM being calculated across all modules as set out in Academic Regulations) **and** a grade of 60% or above in the MRes Project.

The **MRes with Distinction** will be awarded where you attain an APM of 70% or above (the APM being calculated across all modules as set out in Academic Regulations) **and** a grade of 70% or above in the MRes Project.

### ***Postgraduate Certificate – exit award***

You may be awarded a Postgraduate Certificate in Computing as an exit award if you have passed 60 credits of any modules available on the course. No condonement is permitted for the award of Postgraduate Certificate.

The **Postgraduate Certificate with Pass** will be awarded where you attain an APM of 50% or above (the APM being calculated across all modules as set out in Academic Regulations).

The **Postgraduate Certificate with Merit** will be awarded where you attain an APM of 60% or above (the APM being calculated across all modules as set out in Academic Regulations).

The **Postgraduate Certificate with Distinction** will be awarded where you attain an APM of 70% or above (the APM being calculated across all modules as set out in Academic Regulations).

## 7. Student voice

You can play an important part in the process of improving the quality of this course through the feedback you give. In addition to the on-going discussion with the course team throughout the year, there are a range of mechanisms for you to feedback about your experience of teaching and learning. We aim to respond to your feedback and let you know of our plans for improvement.

The Students Union can support you in voicing your opinion, provide on-going advice and support, and encourage your involvement in all feedback opportunities. They will be

requesting that you complete the National Student Survey (during semester 2 for students in their final year of study) or the UCLan Student Survey (all other students).

The Students' Union and University work closely together to ensure that the student voice is heard in all matters of student-life. We encourage students to provide constructive feedback throughout their time at university, through course reps, surveys and any other appropriate means,

The Union's Student Affairs Committee (SAC), and members of Students' Council each have particular representative responsibilities, and are involved with decision making committees as high as the University Board. Therefore it is very important students engage with the democratic processes of the Students' Union and elect the students they see as most able to represent them.

## **7.1 Course representatives and School Presidents**

A course representative is a student who represents their fellow students' views and opinions to the course team, school, university and students' union. Course representatives work proactively and diplomatically to improve the academic and non-academic experiences of students.

The role of a course representative is extremely beneficial to both students on your course and the university. It enables students to have ownership of their student experience and voice their opinions and share positive practice with the course team, primarily the Student Staff Liaison Committee Meetings (see below).

Course representatives will be elected every year either in April or September. Alongside receiving recognition, support and respect being a course representative is a great opportunity to enhance your employability skills. If you are interested in becoming a course representative and wish to find out more about the role simply contact the [Students' Union Advice and Representation Centre](#) by emailing: [coursereps@uclan.ac.uk](mailto:coursereps@uclan.ac.uk).

School Presidents meanwhile are annually elected representatives who voice the opinions of students within each school. They communicate and engage with students in their school to gain feedback and work in partnership with senior management to create positive change. They are also trained to support and signpost course representatives where needed. If you wish to find out who is your School President or more about the role visit the [Students' Union](#) website or email: [coursereps@uclan.ac.uk](mailto:coursereps@uclan.ac.uk)

## **7.2 Student Staff Liaison Committee meetings (SSLC)**

The purpose of a SSLC meeting is to provide the opportunity for course representatives to feedback to staff about the course, the overall student experience and to inform developments which will improve future courses. These meetings are normally scheduled once per semester.

Meetings will be facilitated using guidelines and a record of the meeting will be provided with any decisions and / or responses made and / or actions taken as a result of the discussions held. The meetings include discussion of items forwarded by course representatives, normally related to the following agenda items (dependent on time of year).

The course team encourage student feedback in all areas and recognise that additional items for discussion may also be raised at the meeting

- Update on actions completed since the last meeting

- Feedback about the previous year – discussion of external examiner’s report; outcomes of National /UCLan student surveys.
- Review of enrolment / induction experience;
- Course organisation and management (from each individual year group, and the course overall);
- Experience of modules - teaching, assessment, feedback;
- Experience of academic support which may include e.g. Personal Development Planning, academic advisor arrangements;
- Other aspects of University life relevant to student experience e.g. learning resources, IT, library;
- Any other issues raised by students or staff.

### **7.3 Complaints**

The University recognises that there may be occasions when you have cause for complaint about the service you have received, when this happens, the complaints procedure is intended to provide an accessible, fair and straightforward system which ensures as effective, prompt and appropriate response. Click on this link for more information [Complaints Procedure](#) .

## 8. Appendices

### 8.1 Programme Specification

#### UNIVERSITY OF CENTRAL LANCASHIRE

##### Programme Specification

This Programme Specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided.

*Sources of information on the programme can be found in Section 17*

<b>2. Awarding Institution / Body</b>	University of Central Lancashire
<b>3. Teaching Institution and Location of Delivery</b>	Preston city campus
<b>4. University School/Centre</b>	Computing, Engineering & Physical Sciences
<b>5. External Accreditation</b>	None
<b>6. Title of Final Award</b>	MRes Interaction Design
<b>7. Modes of Attendance offered</b>	Full-time and Part-time with optional professional placement
<b>8. UCAS Code</b>	N/A
<b>9. Relevant Subject Benchmarking Group(s)</b>	QAA Computing Master's degree benchmark
<b>10. Other external influences</b>	None
<b>11. Date of production/revision of this form</b>	May 2014
<b>12. Aims of the Programme</b>	
<b>MRes aims</b>	
<ul style="list-style-type: none"><li>• To provide students with an intellectually stimulating environment in which they can learn about and discuss issues related to the design of interactive technical systems.</li><li>• To develop, and enhance, the practical, theoretical and analytical skills required in order to prepare, manage and complete a substantial research project in Interaction Design.</li><li>• To develop, and enhance, competence in research methods and presentation of information in order to prepare students for PhD study.</li></ul>	

<ul style="list-style-type: none"> <li>To develop the students' critical evaluation, problem solving, communication and self-management skills to a level appropriate for post-graduate students</li> <li>To encourage and enable the students to become reflective practitioners in the field of Interaction Design.</li> </ul>
<b>13. Learning Outcomes, Teaching, Learning and Assessment Methods</b>
<b>A. Knowledge and Understanding</b>
<p>A1. Plan and carry out a significant research project.</p> <p>A2. Justify decisions on appropriate techniques with respect to theoretical perspectives.</p> <p>A3. Compare and critically analyse theories, methods and techniques used in the field.</p> <p>A4. Develop an understanding of the literature in the field and be able to review it appropriately.</p> <p>A5. To report findings in an appropriate academic style.</p>
<b>Teaching and Learning Methods</b>
Acquisition of knowledge and understanding is through lectures, directed reading, tutorial exercises, practical work, demonstrations, case studies and reflection as determined by the module tutor.
<b>Assessment methods</b>
Assessment methods are specified in each module syllabus and guide. All learning outcomes in a module are assessed with the mode of assessment specified for each outcome of the assignment. Assessment methods range from written reports, portfolios, practical implementations to presentations.
<b>B. Subject-specific skills</b>
<p>B1. Be able to apply various methods to understand users of interactive technology.</p> <p>B2. Use a range of techniques to design novel solutions for interactive technology.</p> <p>B3. Develop a mature understanding of ethical and moral perspectives in relation to the creation of novel interactive technologies.</p> <p>B4. Create interactive prototypes with a range of fidelities.</p> <p>B5. Carry out robust evaluations in away-from-the desktop scenarios.</p> <p>B6. To plan and carry out a rigorous interaction design project.</p>
<b>Teaching and Learning Methods</b>
Individual and group based tutorial and seminar work and assignments, including use of literature searches and comparisons, case studies and projects: e.g. Practical work, directed research, preparation of and participation in student-led seminars
<b>Assessment methods</b>
A variety of methods are used to assess skills, these include lab exercises, written and practical coursework, project work and the final project report.
<b>C. Thinking Skills</b>
<p>C1. Be able to logically deconstruct and analyse problems.</p> <p>C2. To be creative and envision novel solutions.</p> <p>C3. To think responsibly about the impact and beneficence of the products they may construct.</p> <p>C4. To apply critical thinking to the understanding of academic literature.</p>
<b>Teaching and Learning Methods</b>
Practical work, some group work, practice Project preparation and supervisory advice, including peer criticism
<b>Assessment methods</b>
Intellectual skills are partly assessed through formal examinations and partly through written coursework, project work, project report and essays. Assessment methods include paper-based examinations, evaluations within a portfolio of work, and practical problem solving.
<b>D. Other skills relevant to employability and personal development</b>
<p>D1. Communicate effectively through writing and speech to a diverse audience.</p> <p>D2. Read, synthesise and produce reports to a professional standard.</p> <p>D3. Sustain current awareness through review of a range of source material.</p> <p>D4. Work as part of a team.</p>
<b>Teaching and Learning Methods</b>
Communication skills are developed through group-work activity, project preparation and supervision, preparation of and participation in student-led seminars. Students can develop and improve their written skills through directed supervision sessions.
<b>Assessment methods</b>
These transferable skills are assessed through presentations, coursework, examination, project work, project interview and project report.

13. Programme Structures*				14. Awards and Credits*
Level	Module Code	Module Title	Credit rating	
L 7	CO4824 (C)	MRes Project	100	<b>MRes in Interaction Design</b> Requires 180 credits at Level 7, including CO4824, CO4732, CO4753, CO4753 and CO4820.  Optional professional placement route requires successful completion of CO4822 which has a notional credit value of 60  <b>PG Cert Computing (Exit award)</b> Requires 60 credits at Level 7
	CO4820 (COMP)	Critical Analysis	20	
	CO4732 (COMP)	Advanced Topics in HCI	20	
	CO4753 (COMP)	Design Away from the Desktop	20	
	CO4754 (COMP)	Interaction Design & Evaluation	20	
	CO4822	<b>Optional module:</b> Professional Placement	60 notional credits	
<b>15. Personal Development Planning</b>				
<p>The Programme aims identify the need to develop interpersonal skills and generic transferable skills as well as subject-specific knowledge, understanding and skills. The course team believe that this combination is needed to ensure employability.</p> <p>The following transferable skills are developed:</p> <ul style="list-style-type: none"> <li>• critical evaluation</li> <li>• presentation skills</li> <li>• report-writing skills</li> <li>• information finding skills</li> <li>• investigative research skills</li> <li>• independent learning</li> <li>• team work</li> <li>• time-management.</li> </ul> <p>The design of the course has been directed to the development of these skills. They will be developed and assessed throughout the programme as a whole. The process begins from the first day of the programme with an induction scheme aimed at developing reflective learning skills and is continued through the delivery of the course. The academic advisor, allocated at enrolment, helps students to determine a personal development and a career plan. There are opportunities, throughout the course, for students to reflect on learning and to revise these plans.</p>				
<b>16. Admissions criteria</b>				
<p>Programme Specifications include minimum entry requirements, including academic qualifications, together with appropriate experience and skills required for entry to study. These criteria may be expressed as a range rather than a specific grade. Amendments to entry requirements may have been made after these documents were published and you should consult the University's website for the most up to date information.</p> <p>Students will be informed of their personal minimum entry criteria in their offer letter.</p> <p>An Undergraduate degree in a relevant subject (computing, technology or technical design), with a 1 or 2.1 (or equivalent), and some programming experience (through a taught programme or self-taught).</p> <p>Students with non-standard qualifications or who have work experience will be considered on a case by case basis. All applicants will be interviewed.</p> <p>Students will be expected to display communication skills appropriate to an Honours graduate. In particular, students whose first language is not English will be required to demonstrate competence in the language. The normal minimum standard required is IELTS 6.5 or equivalent.</p>				
<b>17. Key sources of information about the programme</b>				
<ul style="list-style-type: none"> <li>• University web site</li> <li>• School website</li> <li>• Factsheet</li> <li>• Course Leaders</li> <li>• Admissions tutor</li> </ul>				



## 18. Curriculum Skills Map

Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Programme Learning Outcomes																		
				Knowledge and understanding					Subject-specific Skills						Thinking Skills				Other skills relevant to employability and personal development			
				A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	D1	D2	D3	D4
LEVEL 7	CO4824	MRes Project	C	✓	✓		✓	✓					✓	✓				✓		✓	✓	
	CO4820	Critical Analysis	COMP		✓		✓	✓										✓		✓		
	CO4732	Advanced Topics in HCI	COMP			✓					✓						✓					
	CO4753	Design Away from the Desktop	COMP						✓	✓		✓			✓	✓			✓			
	CO4754	Interaction Design & Evaluation	COMP			✓			✓	✓	✓	✓	✓		✓	✓	✓		✓			✓
	CO4822	Professional Placement	O																✓	✓		✓

